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Our readers doubtless noticed some time ago, in the advertising pages, an announcement of A Series of Perception Cards, intended to accompany Pearson's Essentials of Latin, prepared by Superintendent Walter H. Young, of Peekskill, New York (American Book Company. \$2.00). The cards, 500 in number, are 11 1/2 inches wide by 7 inches high. Each card carries, on one side, clearly printed in black-faced type, a Latin word or phrase, and, on the other side, in the same type, its English equivalent(s). Long vowels are marked. "Other necessary information is also given", a remark which covers, no doubt, such a card as that numbered 14: "*lata* (fem)". The words are given in the order of their use in Pearson's Essentials, but of course in practice it would be found helpful, and, mayhap, necessary, to shuffle the cards from time to time. That there is a place for such cards is evidenced, if evidence be needed, by the fact that almost at one and the same time I learned of the publication of Mr. Young's cards and was informed by letter of the projected publication, by a teacher in the Middle West well known for his exceptional skill in teaching, of a set of cards essentially the same, so far as I could judge, as those immediately under consideration. Ways in which the cards may be made of service will readily occur to everyone. It goes without saying that, although they are meant primarily to accompany Mr. Pearson's book, they can be used with profit in connection with any beginners' book.

One is somewhat surprised at the claim of the publishers that this is a new way to fix the Latin vocabulary of the first year student. This statement may be true in the sense that no such set of cards has heretofore been published, but the idea which lies at the bottom of the cards must have been applied, in one form or another, by many a teacher. Indeed, in THE CLASSICAL WEEKLY 5:123, in the course of an article on Vitalizing Latin, Mr. F. S. Libbey, Principal of the High School at Berlin, New Hampshire, wrote as follows:

An additional means employed to develop ability to recognize words and forms instantly are the perception cards. Upon these cards are printed each day the words developed in the vocabulary the previous day. These cards are made from common tag stock cut about 4 x 11. When developing the forms of the different declensions or tenses, I print the endings in a different colored ink than that used for the base of the word. If no printing press is con-

nected with the school, simple stencil outfits for printing can be secured at a small cost.

At the beginning of every lesson the class should be drilled with the perception cards for a period of perhaps five minutes, never, however, beyond the point of sustained interest.

The drill consists in holding a card before the eyes of the class momentarily, requiring the class to give both the word and the meaning. The essential feature of this work is to have the exposure of the card so nearly instantaneous that the class will be able to see the word, but not have time to reflect. The purpose of such drill is to make the class so absolutely familiar with the words and forms presented that it will give the meaning without being conscious of the word itself. As a means of reviewing vocabulary this method is also excellent. I cannot speak too highly of the efficiency gained, by this elementary means, in use of vocabulary. The interest aroused and the enthusiasm manifested during this drill would at first somewhat jar the nervous system of the orthodox disciplinarian. But I assure such, that they would recover and be glad to suffer a second jar of the same kind.

During the vocabulary drill pupils are not in their seats a minute, but crowd around the teacher, each eager to be called upon for the meaning of the word. To many pupils the vocabulary is ordinarily the most dreaded part of the whole recitation, for it usually involves the struggle of visualizing the whole left hand page and from the list of from 12 to 20 words groping about for one. Our method must leave no time for groping. It is of the highest importance, in order to secure best results, or, indeed, to secure any good results, that this vocabulary drill should be rapid, snappy and full of life. With such a drill as I have indicated with both illustrative sentences and perception cards, a class early becomes possessed of a good working vocabulary and is capable of doing much reading.

We have here the testimony of a practical teacher in the preparatory schools to the value of Mr. Young's cards. Doubtless he and many others will welcome them as a labor-saving device as well as a pedagogical help. C.K.

RESEARCH PLANNED TO DETERMINE THE MOST EFFECTIVE FACTORS INVOLVED IN THE TEACHING OF ANCIENT LANGUAGES¹

Part I

The somewhat drastic criticism, in THE CLASSICAL WEEKLY 6:120-130, 137-138, 145, of Dr. Staples's Critique of High School Latin tempts me to a brief discussion of the bearing of recent pedagogical in-

¹ Professor Vocum, author of this article, is a member of the Department of Education of the University of Pennsylvania.

vestigation upon the teaching of the Classics. I would not seek to present it through *THE CLASSICAL WEEKLY*, were it not for my belief that Professor Lodge's use of the term "new pseudo-science of education" is limited to the hasty generalizations and conflicting deductions which are still to be found in the domain of other new sciences which no one calls false. If they are more common in pedagogy than elsewhere, it is due, on the one hand, to the attempt of specialists in almost every academic subject to contribute to pedagogical theory through assumptions based upon some successful method as a whole which they have not analyzed into its ultimate pedagogic facts and factors, and, on the other, to the eager effort of some specialists in biology, physiology and psychology to find immediate pedagogic application for newly discovered facts that appear to have pedagogic bearing. I have found the leading specialists in every academic field ready to welcome any pedagogical facts that a truly scientific investigation reveals. Even the editorial in question finds "not a little sound criticism" in the article to which it takes exception.

If *THE CLASSICAL WEEKLY* can spare it sufficient space, I wish, first, to discuss briefly the present status of Latin in the public Secondary School, and, secondly, to outline some problems in educational research which the pedagogical expert cannot solve without the assistance of experienced students and teachers of the Classics.

At first thought the present status of Latin in public and private Secondary Schools is highly encouraging to lovers of the Classics. Statistically, Latin is apparently holding its own. But several facts are disquieting: the almost unanimous demand of the public High School for entrance requirements that can figure in direct preparation for life; the acceptance—partly consequent upon this demand—of any one language for College entrance, in the case of candidates for the B. S. degree, by about 50 per cent of the Colleges and Universities for which reports are made in a recent bulletin of the United States Bureau of Education; lessened confidence in the theory of formal discipline, and the fact that school efficiency is being generally tested and that every school subject will soon be put to the test of efficiency, both for direct preparation for life including culture, and for discipline in a far broader sense than that with which most of us are familiar.

As regards Latin in particular, there is no permanent menace in the fact, pointed out by Professor Lodge himself, that Latin has been unsatisfactorily taught, that "the aim of classical teaching in the past has not been to promote culture, nor to serve as discipline, nor to help in the comprehension of English". That weakness is of a sort that will be set right by present tendencies in classical teaching itself combined with pedagogical inquiry of the sort which the second phase of the present discussion is

planned to further. The real danger to Latin in the secondary course of study lies in its failure to be 'practical' not only in the 'right' sense, in which the term is used by Professor Lodge as *not* meaning the vocational, but in a sense broad enough to include the vocational, and the classical side of modern culture beyond mere mastery of vocabulary. Its discipline, while highly effective, can no longer be regarded as peculiar to it. Its culture has been partly merged in the far broader modern culture to which it has so nobly contributed. Its practical application—outside specialized fields highly useful but limited in number—is confined to etymology which can be taught in the elementary grades without it, and a helpfulness in the mastery of certain modern languages which will often be chosen in preference to it and taught before it. No longer universally required for College entrance, but still required at entrance from candidates for the A.B. degree, is it not clear that, if it is to hold its own, it should be so taught, even when included in the High School course for the sake of College entrance, that it will make all possible contribution to direct preparation for life? Not only preparation for life, but preparation for College needs the greater likelihood of continuity for knowledge and permanence of habit that results from relating both as manysidedly as possible to everyday experience.

Dr. Staples, in the thesis which furnished the facts on which his article in the Pedagogical Seminary was based, calls attention to one way in which this sort of 'practical' teaching can be brought about. If only ninety-nine of the two thousand words which have constituted the vocabulary of High School Latin are found among the two thousand derivatives most commonly used in modern sciences and professions, it may be well to consider seriously some form of elementary course involving a larger proportion of such words, or, better, the few hundred whose modern scientific derivatives are so frequently used as to make them highly useful. From such a selection two classes of roots should be eliminated: those which, giving rise to groups of useful English words, should be mastered through the study of etymology in the elementary grades, and those which, having but a single useful English derivative, in place of aiding in the mastery of that derivative would involve the difficulty of acquiring two hard words in place of one. If in Mr. Staples's two thousand words there are several hundred that are highly useful, not included in these two classes, exercises involving them might be a useful part of beginners' Latin—in all cases where mastering one Latin root helps with two or more useful derivatives. Obviously, outside of the ninety-nine already recurring in the High School vocabulary, they will be relatively useless for further classical study.

I should be glad to know whether or not representative Latin teachers regard the following phases of

work plainly helpful from the standpoint of every day, as useful preparation for more advanced classical study or as tending to interest pupils in the study of the Latin language.

I. First, as required work for all pupils,

(1) A revival of the teaching of etymology in the elementary school grades, limited strictly to roots from which are derived several English words in common use, distributed among the successive grades according to the immediateness of their recurrence and manysided use. The few most useful in this sense can be certainly memorized and reviewed, the relatively less useful can be occasionally presented but not drilled upon, while the rarer derivatives and those possessing little basis for association in form or meaning should be omitted altogether. Familiarity with a common root not only aids in retaining the form and the meaning of English words, but the association together of familiar English words aids in retaining the form and the meaning of the Latin root.

(2) The memorizing of the Latin phrases and expressions most frequently used in English and the occasional presentation of those that are less common. I. H. S., habeas corpus, post mortem, d. v., ne plus ultra, ex post facto, argumentum ad hominem, multum in parvo, modus operandi are examples of expressions useful enough to be memorized, while the following will serve to represent those whose meaning can be given from time to time without being drilled upon: sic semper tyrannis, semper idem, terra firma, carpe diem, deus ex machina, pari passu, rara avis. Certain expressions, such as A.M., P.M., and A.D., alma mater, exeunt, quod erat demonstrandum, pons asinorum, veni, vidi, vici, ante bellum, magna charta and ultima Thule, are still incidentally memorized or presented in ordinary academic work.

(3) The reading to High School classes and occasionally individual memorizing of spirited translations of Latin masterpieces which, on the one hand, exemplify what is finest in Latin style so far as it can be expressed in English, and, on the other, directly further the teaching of literature, history, morality and citizenship. Extracts from great orations, or other celebrated passages in prose, witty sayings or proverbs, poetry and drama, should all be drawn upon. This means use of what is finest in Latin literature to supplement the most essential contributions to the development of civilization, in place of reducing history to an otherwise unduly detailed study of Roman life and Roman wars, to explain incidental expressions in Roman literature.

(4) The individual reading of at least one of the great novels descriptive of Roman life—say *Quo Vadis*, or *Last Days of Pompeii*, and of a few impressive extracts from such historians as Gibbon or Ferrero.

(5) The study, as part of the required course in

literature, of the most representative Latin quotations and allusions in standard English writers.

(6) The continual giving, though not the certain memorizing, of the Latin meaning of terms used in other studies, where the meaning is no necessary part of their ordinary mastery. For example, the meaning of the names of flowers, animals, etc., derived from the Latin: carnation, leopard, node, belladonna, fragaria, poppy, camera.

II. Secondly, in the case of pupils electing Latin, as a substitute for the usual attempt to forestall the vocabulary of Caesar, etc.,

(1) A graded collection of the most brilliant and representative passages in Latin literature, that do not present too serious difficulty for the beginner to master, or at least too numerous ones for him to avoid. The aim here, as in the case of the usual English school reader, would be to give him as early as possible manysided contact with what will interest him and impress him most.

(2) Occasional reading or declamation by the teacher, or some exceptionally equipped pupil or outsider, of Latin masterpieces, whose meaning has previously been explained. This, of course, has for its end the development of a taste for Latin form. Petrarch learned to love Greek before he could understand it.

(3) The systematic association of the more dignified or impressive Latin words with the nobler passages of English literature, where they have aided expression. For example, The Lord *omnipotent* reigneth, or Vainly we offer each *ample oblation*, vainly with gifts would his favor secure, richer by far is the heart's *adoration*, dearer to God are the prayers of the poor.

(4) Possibly, in addition to artificial selection planned to teach the vocabulary of Caesar and Vergil and to provide a basis for grammatical drill, similar sentences and short compositions involving the roots from which are derived groups of scientific or professional terms frequently recurring in ordinary experience. Here Mr. Staples's list of two thousand of the more familiar words used in the sciences and the professions may form a useful basis for comparison and selection.

As Sir Thomas Elyot said of the teaching of Latin in the sixteenth century, so we can say to-day: too much grammar "mortifieth" the courage of the beginner, "and by that time he cometh to the most sweet and pleasant reading of old authors, the sparke of fervent desire of learning is extinct with the burden of grammar, like as a little fire is soon quenched with a great heap of small sticks: so that it can never come to the principal logs where it should long burn in a great pleasant fire".

So far the discussion, while pedagogical, can be called scientific only in its analysis of available material and its suggestion of the test of manysidedness of usefulness and frequency of occurrence. The

second part of this discussion attempts a fairly general formulation of problems in method whose experimental solution, whether made by teachers and professors of Latin or educational experts, will constitute an important contribution to education as an inductive science.

Part II

With the cooperation of the United States Bureau of Education, which has given me the technical appointment of Collaborator for the purpose, I am trying to determine the present status of all educational research which seeks to ensure increased efficiency in the teaching of the various academic subjects.

The object of the inquiry is threefold: (a) the determination of what has already been accomplished; (b) as complete as possible a formulation of the experimental problem for each specialty; (c) dissemination of information concerning necessary experiments and their results, and the encouragement of further experimentation and research.

The first step toward achieving it is analysis—analysis of general educational principles into definite and specific propositions, analysis of the content of the specialty into every sort of aim that is to be accomplished and detail that is to be taught. The bringing together of the resulting details of method and details of the specialty gives rise to a thousand and one problems whose experimental solution will remove the whole question of effective method from the realm of individual opinion and indeterminate debate to that of universally valid fact.

The analysis of educational principles can be satisfactorily made by the pedagogical expert. For that of the aim and the subject matter of the special subject, he needs the co-operation of those who have studied it as minutely as he has studied his principles.

The following problems or possible experiments have been deduced from pedagogical facts and principles. It is hoped that they will be largely supplemented through the suggestion and research of the teachers of ancient languages in America, until the problem of method from the standpoint of language teaching has been fully formulated.

EXPERIMENTAL PROBLEMS IN THE TEACHING OF A FOREIGN LANGUAGE

- (1) Effect upon initial memorizing and retention of foreign vocabularies and formal inflections of
 - 1.1 Grouping foreign words with partially identical English equivalents vs. miscellaneous grouping.
 - 1.2 Grouping foreign words with equivalents in other languages into which they can be transformed through the operation of Grimm's Law vs. miscellaneous grouping.
 - 1.3 Grouping foreign words with partially identical English words which suggest their equivalents vs. miscellaneous grouping.

- 1.4 Grouping foreign words with all other commonly useful words in the same language coming from the same root vs. miscellaneous grouping.
- 1.5 Grouping together a foreign word and its English equivalent through a word that is associated by meaning with one and through phonetic similarity with the other vs. miscellaneous grouping. For example, *oil* - *wheel* - *huile*.
- 1.6 The habit of artificially associating a foreign word with an English equivalent through words suggestive of the equivalent, similar to parts of the foreign word, vs. miscellaneous grouping. For example, *star* in the Spanish *acostarse*, 'to go to bed'. This habit involves, for the most part, different artificial associations for each individual.
- 1.7 Grouping of foreign words in alphabetic order vs. miscellaneous grouping.
- 1.8 Grouping together foreign homonyms or other words different in meaning that sound very much alike vs. miscellaneous grouping.
- 1.9 Grouping together of words that rhyme with each other vs. miscellaneous grouping.
- 1.10 Grouping together words similar in meaning but different in form vs. miscellaneous grouping. This applies to verbs, adjectives, etc., as well as to nouns. (Note the fact that a number of these groupings are not mutually exclusive).
- 1.11 Grouping together of words that are essential to the translation of a particular passage vs. each of the preceding groupings.
- 1.12 Grouping together of words that are essential to the translation of a particular passage which is thoroughly committed to memory vs. each of the preceding groups.
- 1.13 Drill on invariably giving the English equivalents as the foreign words are seen or pronounced vs. interchanging drill in which sometimes the foreign equivalent and sometimes the English is asked for. (Note especially effect upon composition work involving the translation of English into the foreign language of giving foreign equivalents of English words seen or pronounced).
- 1.14 Thorough memorizing and repeated application of the signs and endings of an inflected language in their most general form vs. the separate memorizing of all corresponding paradigms for particular declension and conjugation.

- (2) The relative difficulty in memorizing, retention and translation of
 - 2.1 Foreign words whose English equivalent is thoroughly familiar to the pupil vs. those whose equivalent is unfamiliar.
 - 2.2 Foreign words whose English equivalent is unfamiliar vs. those whose English equivalent, while unfamiliar, is associated with familiar things.
 - 2.3 Of short foreign words as compared with long ones.
 - 2.4 Of foreign words difficult to spell as compared with those readily spelled.

- 2.5 The various declensions, conjugations, etc., as compared with each other.
 - 2.6 Of translations involving foreign words without modification in form vs. those in the first classics ordinarily read.
 - 2.7 Of translations involving various grammatical constructions compared with each other.
 - 2.8 Of learning grammatical constructions and vocabulary through translations graded in the order of their verbal and grammatical difficulty, but involving the vocabulary of the first foreign classic to be read vs. the memorizing of an equivalent portion of the classic, with time spent in explanation of grammatical constructions, etc., equivalent in the two cases.
 - 2.10 Varying the number of foreign equivalents of English words to be memorized in a single lesson. (See note under 2.11).
 - 2.11 Varying the number of inflections to be memorized in general form and repeatedly applied. (What is the number that can be most effectively drilled upon together, in alternation with each other, in initial drill involving repetition after an interval?).
 - 2.12 Specific drill upon a limited number of grammatical difficulties in translation or composition during a period adequate to their mastery vs. drill in all difficulties occurring during the same period.
- (3) Effect upon initial memorizing and retention of foreign vocabularies and inflections, of
- 3.1 Their oral vs. their visual repetition.
 - 3.2 Their oral and visual repetition vs. either oral or visual.
 - 3.3 Their written repetition vs. their oral or visual.
 - 3.4 Their written, visual and oral repetition vs. an equivalent number of either oral, visual or written repetitions.
 - 3.5 The association of the names of things with either the corresponding objects or pictures of objects plus oral, visual or written repetition vs. the same form of repetition unaided by objects or pictures.
See Professor Scripture's experiment with picturing the objects represented by Chinese words, described in the Pedagogical Seminary. (Should not special comparison be made with groupings which emphasize meaning, in order to make sure that it is the visualizing of the idea rather than a clear notion of its meaning which is responsible for any added efficiency?).
 - 3.6 Verbatim repetition of a rule, principle or definition vs. its repetition variously expressed.
 - 3.7 Its visual vs. oral repetition.
 - 3.8 Its visual and oral vs. an equivalent number of oral or visual repetitions.
- (4) Effect upon initial memorizing and retention of foreign vocabularies, formal inflections, and gems of foreign literature, of
- 4.1 Continuous repetition of a word or form in sequence vs. the same number of repetitions after intervals spent in repeating other words or forms.
 - 4.2 Varying periods and methods of initial repetition.
 - 4.3 Continuing the period of initial memorizing beyond the time necessary to mere mastery, i.e. the effect upon final retention of extra thoroughness at the start—given the same intervals for review.
 - 4.4 Varying intervals for initial review.
 - 4.5 Varying intervals for permanent review.
 - 4.6 The effect of varying intervals for initial and permanent review in the pronunciation of foreign words.
- (5) Effect upon translation and oral foreign speech, of
- 5.1 The association of foreign words directly with the thing or activity for which they stand vs. their association with their English equivalent. ('Thinking' in a foreign language).
 - 5.2 Persistent use of a correct form of foreign speech without a grammatical reason vs. its repetition with the reason.
 - 5.3 Persistent use of a group of foreign expressions common in form vs. the persistent use of some one of the expressions in connection with the rule for the common form and exercise in applying the rule. (Note the effect of each alternative on application to new cases).
- (6) Effect upon aesthetic appreciation of a foreign literature, of
- 6.1 The early reading or memorizing and translation of a variety of simple interesting selections from masterpieces vs. the reading or memorizing and translation of a masterpiece as a whole.
 - 6.2 The reading of a sympathetic translation of a masterpiece vs. the broken translation possible to the ordinary student.
 - 6.3 The memorizing of short poems or other short masterpieces in the original combined with a free translation vs. the memorizing of a free translation of the same masterpiece.
 - 6.4 Drill in the selection of pleasant, melodious or expressive foreign words or phrases.
 - 6.5 The reading of a sympathetic translation of a masterpiece and the expressive reading of the masterpiece in the original vs. its analytic study. (The question is whether appreciation is not more likely to result from the reading of a masterpiece after the study of history has prepared the way for its comprehension than from an analytic study of the masterpiece which makes it a means to historical and other knowledge).
 - 6.6 See 7.4.
- (7) Effect upon the comprehension, appreciation and use of English, of
- 7.1 The repeated association of useful English derivatives with the foreign word from which they are derived vs. the separate mastery of their meaning without etymological aid.
 - 7.2 Such repeated association vs. the incidental association with English derivatives resulting from the mastery of vocabularies. (Dr. G. Stanley Hall has shown that etymological knowledge is not incidental upon the study of Latin).

- 7.3 Translation from the foreign language into English in which pupils are required to discriminate in the use of synonyms vs. literal translation.
- 7.4 The repeated association of pleasant, melodious or expressive foreign words with English derivatives having the same quality, and passages in English literature to whose beauty or effectiveness they have contributed.
- 7.5 English spelling after the formation of the habit of observing the spelling of foreign words vs. spelling before the habit was formed. (Here preliminary test must determine whether or not pupils already have the habit of observing the spelling of English words. In the case of those who have, its effect upon the noting of the spelling of foreign words should be determined).
- (8) Effect upon the mastery of a foreign language of
- 8.1 The association of words in its vocabulary with partially identical equivalents in another foreign language already mastered vs. their separate mastery.
- 8.2 The association of its signs and endings with partially identical equivalents in another foreign language already mastered vs. their thorough memorizing and repeated application in their most general form.
- 8.3 Both their association with partially identical equivalents in another foreign language already mastered and their thorough memorizing and repeated application in their most general form vs. the separate memorizing of all corresponding paradigms.
- 8.4 The effort to carry over habits involved in translation from a foreign language already mastered vs. their initial mastery without such assistance. (If there is any advantage due to previous habit, will it not be temporary and wholly confined to initial mastery? That is, will the habits when once newly formed require any more repetition for their retention and application than those carried over?).

While the final experimental solution of these problems must be the work of experts trained in the peculiar methods of procedure necessary to valid results, their work can be immensely furthered by reports made by Ancient Language teachers of the results of the work of parallel classes in which some one factor in method, such as those just suggested, has been varied and all other factors and conditions kept as uniform as possible. If such reports, as well as additional problems for research, are sent to me, they will be carefully examined, classified, and, if available for formulation and experimentation, published with due credit to each individual contributor. They should be directed to A. Duncan Yocum, College Hall, University of Pennsylvania, Philadelphia. Without the cooperation of trained investigators and expert teachers, the progress of this phase of educational research will be greatly retarded and the field of formal in-

struction will continue to be monopolized by high sounding 'methods' which should be analyzed into their factors and have the relative efficiency of each, whether common to all or characteristic of but one, determined through scientific experimentation.

UNIVERSITY OF PENNSYLVANIA. A. DUNCAN YOCUM.

REVIEW

A Cicero Composition Book. By Harry F. Scott and Charles H. Van Tuyl. Chicago: Scott, Foresman and Company (1913). Pp. 106.

In writing this very helpful and serviceable manual of Latin Composition for use in the third year of Secondary work, the authors have aimed evidently at directness and simplicity; for of the ninety-five constructions occurring at least five times in the first three years of Latin study they have chosen only sixty-six.

The book is divided into two parts. Part I consists of thirty-five lessons; Lessons I-XIX, devoted to the consideration of the verb, discuss twenty-nine different constructions, while Lessons XX-XXXV take up thirty-seven case constructions, with one lesson on Correlatives. The lessons of Part II illustrate the same points of syntax as the corresponding lessons of Part I. There are five pages of College Entrance Examination Papers. The Vocabulary, which seems complete and accurate, reverses the usual order, printing the English word in light-faced type and the Latin meaning in black-faced type. The work concludes with an Index of Constructions.

Each lesson of Part I begins with a brief, clear and pointed discussion of the two or three related constructions that are to be considered in the sentences; each rule is followed by one short example. The printing of these examples in light-faced type is rather unfortunate in these days when teachers of Latin have to make their explanations so that 'he who runs may read'. The exercises of Part I are based on the four Catiline Orations, the Oration on the Manilian Law and that for the poet Archias, but in such a way that the writing of them is not a mere transcribing of the Latin text; the exercises of Part II are based on Verres I and II, Marcellus, Ligarius, Philippic IV, and Sallust's Catiline. The sentences of each lesson, numbering from twelve to fifteen, are short and simple; thus they will lend themselves easily to oral work. Many teachers, however, will wish that an occasional exercise in continued narrative had been inserted, in as much as nearly all fixed examinations, e.g. those conducted by the Regents and The College Entrance Examination Board, include passages of continued discourse. The grammatical references are in small type at the end of each lesson; this arrangement makes it even more unlikely than usual that the pupil will thumb the pages of his Grammar.

The above is a brief outline of an excellent book. The points considered below are largely matters of

judgment. For example, the order of Lessons V-XIV was necessitated, probably, by the fact that the authors arranged their topics as they occurred in the text of Cicero. Still, it would have served to fix the logical development of the constructions in the mind of the pupil, if they had treated in successive lessons, first the Volitive Subjunctive, including the Hortatory, Jussive, Prohibitory, Concessive and Deliberative, then the Substantive Clauses developed from the Volitive, those introduced by *ut* and *ne*, *quin* and *quominus*, and verbs of fear, ending with Clauses of Purpose and Imaginary Conditions. In this connection it is well to note that the authors have not helped matters much by using the expression "Substantive Clauses of Desire" to designate the clauses depending on verbs of commanding, etc., in place of the more usual term, Substantive Clauses developed from the Volitive; for the young student will consider that these clauses are derived from the Optative, just as they are now apt to think that the term Volitive implies wish.

As has been already noted, in almost every case the rule is followed by a short example. For the sake of completeness, an example should be added in the following instances: on page 18, of the Volitive Subjunctive expressing a command in the second person; on page 22, of the Indicative introduced by *antequam*, etc.; on page 33, of the use of *oportet* and *debeo*; on page 37, of the use of the dative with the Second Periphrastic Conjugation.

Moreover, in a few other places a slight change or addition seems necessary. On page 25, the learner should be told that the negative used with Clauses of Proviso is *ne* (except in later Latin). In Lessons XV and XVI, the treatment of Indirect Discourse would be more clearly understood by the student, if the Latin of the examples had been given in the direct as well as in the indirect form. While the choice of case constructions is on the whole good, it is questionable whether it was wise to include the Genitive with Verbs of Accusing, etc., and the Genitive with *refert* and *interest*, as, according to the statistics compiled by Mr. Lee Byrne, each of these constructions occurs only three times in the Latin usually read in the High School.

In conclusion, as we said before, the book is a good one, and in its clear and concise presentation reminds us of that old friend of our school days, Jones's Latin Composition.

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SANNAZARO'S INTERPRETATION OF VERGIL'S FOURTH ECLOGUE

Students of Vergil's 'Messianic' Eclogue may be interested in a passage of Jacopo Sannazaro's *De Partu Virginis*, which gives the song of the shep-

herds who came to worship the infant Saviour. The poem was first printed at Naples in 1526. I quote the passage (3.197-232) from the Aldine edition of 1535:

Hoc erat, alme puer, patriis quod noster in antris
Tityrus adtritae spreuit rude carmen aenae,
Et cecinit dignas Romano Consule sylvas.

Ultima Cumaei uenit iam carminis aetas:
Magna per exactos renouantur secula cursus.
Scilicet haec Virgo est, haec sunt Saturnia regna:

Haec noua progenies coelo descendit ab alto,
Progenies, per quam toto gens aurea mundo
Surget, & in mediis palmis florebit aristis.

Qua duce, siqua manent sceleris uestigia nostri,
Irrita perpetua soluent formidine terras:

Et uetitum magni pandetur limen olympi:
Occidet & serpens, miseros quae prima parentis
Elusit, portentificis imbuta uenenis.

Tunc deum uitam accipies? diuisque uidebis
Permistos heroas, & ipse uideberis illis?
Pacatumque reges patriis uirtutibus orbem?

Adspice felici diffusum lumine coelum,
Camposque fluuiosque ipsasque in montibus herbas.

Adspice, uenturo laetentur ut omnia seculo.
Ipsae lacte domum referent distenta capellae

Vbera: nec magnos metuent armenta leones:
Agnaeque per gladios ibit secura nocentis:

Bisque superfusos sernabit tincta rubores.

Interea tibi parue puer munuscula prima
Contingent, ederaeque, intermistique corymbi.

Ipsa tibi blandos fundent cunabula flores:

Et durae quercus sudabunt roscida mella:

Mella dabunt quercus: omnis feret omnia tellus.

At postquam firmata uirum te fecerit aetas,

Et tua iam totum notescent facta per orbem:

Alter erit tum Tiphys, & altera quae uelat Argo

Delectos Heroas: erunt etiam altera bella:

Atque ingens Stygias ibis praedator ad undas.

Incipe parue puer risu cognoscere matrem,

Chara dei soboles, magnum coeli incrementum.

THE JOHNS HOPKINS UNIVERSITY. W. P. MUSTARD.

Mr. S. S. McClure, the publisher, is giving an account of his life, in a serial article entitled *My Autobiography*, in McClure's Magazine. In the installment for December, 1913, he has a paragraph about Greeks, which, coming as it does from a 'practically' successful man, we are glad to reproduce:

A word about the college curriculum. Four-fifths of the students at Knox then took the old-fashioned classical course, in which Greek was obligatory. This course still seems to me the soundest preparation a young man can have, and I still feel that Greek was the most important of my studies. During the years that he reads and studies Greek a boy gets certain standards that he uses all the rest of his life, long after he has forgotten grammar and vocabulary.

I enjoyed Greek and mathematics more than any other subjects I took at College, and Homer more than anything else we read in Greek. After I began Homer, I used always to give four hours to the preparation of the next day's lesson, my best study hours, too—from six to ten in the evening. I looked forward to those hours all day. I went so far as to write out a vocabulary of the first book of Homer, giving, with the help of Liddell and Scott and Curtius' Etymological Dictionary, the Latin, German, and English equivalent of each word. This exercise made the succeeding books easy reading.

A PROGRAM AND EXHIBIT OF UNUSUAL INTEREST

At the recent meeting of the Pennsylvania State Educational Association, held in Pittsburgh, December 29-30, the section of the classical languages met in conjunction with The Classical Association of Pittsburgh and Vicinity. The attendance was large, representing practically every district of the state. The program was designed to meet the needs of High School teachers and proved especially helpful and suggestive. A classical tour was arranged: the Carnegie Museum was visited under the direction of Mr. M. E. Hutchinson of the University of Pittsburgh. The following departments were inspected: (a) Hall of Architecture, (b) Hall of Sculpture, (c) Hall of Bronzes. The program follows: Important Factors in the Teaching of First Year Latin, Miss Dena Bard, Fifth Avenue High School, Pittsburgh; Second Year Latin in its Relation to English, Mr. Ell S. Day, McKeesport High School; The Personality of Cicero, Mr. Charles McMullen, Boys' High School, Lancaster; Virgil as a Humanist, Miss Martha C. Thatcher, Williamsport High School.

Through the courtesy of the Peabody High School of Pittsburgh an extensive collection of models and antiquities was displayed, illustrating Latin as well as Greek and Roman history. The models were made by Latin students at Peabody through the co-operation of the Manual Training department, and form a part of the permanent equipment of the language and history departments. This school possesses an exceedingly valuable and representative museum of classical antiquities and models. Beside a well-chosen collection of genuine silver and bronze coins of the Republic and the Empire, representing the periods of the High School authors, the museum has recently acquired a group of small antiquities from Rome, such as the *lekythos*, *alabasteron*, *stilus*, *brooch*, etc. The collection of student models and replicas is most complete, including a *tabella*, papyrus roll, Roman mill, *fascies*, etc., together with accurate models illustrating the Roman art of war, such as the *ballista*, covered battering ram, *gladius*, *pilum*, *scutum*, *falx muralis*, *pluteus*, *turris ambulatoria*, Caesar's bridge, etc. The collection also includes the Thompson art charts for a

detailed study of the history of Greek and Roman art, together with well-selected sets of lantern slides illustrating Caesar, Vergil and Roman private and public life.

NORMAN E. HENRY.

PEABODY HIGH SCHOOL, Pittsburgh, Pa.

NEW YORK STATE CLASSICAL TEACHERS' ASSOCIATION

The annual meeting of the New York State Classical Teachers' Association took place at Syracuse, December 30-31 last. The attendance was gratifying. The program was as follows:

The Classics in English Education, Rev. James Empringham; The Outlook of Latin, Professor C. C. Bushnell, Syracuse University; Caesar's Preliminary Knowledge of Gaul, A. T. Otis, Genesee Wesleyan Seminary, Lima, N. Y.; Illustrative Material for Classical Teachers from the Field of Greek Art, Professor H. A. Hamilton, Elmira College; The Service of Latin in Other Subjects of the High School, Dr. Mason D. Gray, East High School, Rochester; The Cultural Value of the Classics, Professor Lane Cooper, Cornell University; The Literary Merit of the *Mosella* of Ausonius, J. P. Behm, Central High School, Syracuse; The Original Elements in Roman Sculpture, Professor P. O. Place, Syracuse University; Suggestions for First Year Latin, E. F. King, High School, Fulton; Pedagogical Suggestions, Professor Thomas W. Dickson, Syracuse University; The Conservation of Greek, Professor H. H. Yeames, Hobart College; Greek Legend and Archaeology, Professor Mitchell Carroll.

The program was well conceived and well carried out. The best feature of the meeting, however, was the Exhibition the Relation of Latin to Practical Life, lent by Miss Sabin; this made a deeper impression, gave more valuable information, and reached more people than any ordinary paper or address could have done. From early morning till late in the evening notebooks were busy jotting down telling arguments and choice bits of evidence for future use in convincing doubting Thomases of the present value of the study of the Classics. And the best part of it all was that the busiest wielders of pen and pencil were not to be found among the classical teachers but rather among the academic and elementary principals who were in convention in the same building with the Classical Association. So a great deal of genuine missionary work was done, in a quiet way, which should bear fruit in greater interest in the Classics throughout the State and should do much to stem the tide of blind antagonism to Latin and Greek.

The officers for the current year are as follows:

President, Professor John Ira Bennett, Union College, Schenectady; 1st Vice-President, Dr. Mason Dewitt Gray, East High School, Rochester; 2nd Vice-President, Willis Galloway, Geneva; Secretary-Treasurer, Joseph P. Behm, Central High School, Syracuse.—Advisory Council: Professor John Greene, Colgate University; D. S. Dwight Arms, New York State Education Department; Professor Edward Fitch, Hamilton College; Professor H. A. Hamilton, Elmira College; Professor Perley O. Place, Syracuse University; Principal E. L. Merritt, Gloversville; Miss Anna Jones, Utica Free Academy; Principal M. Jared Scudder, Scudder Collegiate School, New York City. JOSEPH P. BEHM, Secretary.